

## **CHAPTER I**

### **INTRODUCTION**

This study deals with Errors in Narrative Text committed by Students in Grade XI of Vocational High School State (SMKN) 4 Surakarta. This chapter presents the background of the study, problem limitation, problem statement, objective of the study, and benefit of the study, and research paper organization.

#### **A. Background of the Study**

English as a foreign language (EFL) is a universal language. It is compulsory subject to be taught in elementary school, Junior High School, Senior High School and even at all majors in universities in Indonesia. Considering that English has been known as the universal language in the world, the government in Indonesia realizes the importance of English as the key to get information and knowledge in every fields. The English communication skills involve listening, speaking, writing and reading. However, writing is one of the most essential skills to learn because through writing people can transfer their language and get information.

Writing is an activity to write or produce something in written form so that people can read, perform or use it in learning. Writing is a way for the people to think into the language by using graphic symbols. It means that the writer does not just use the symbols but should make a good arrangement. Moreover, writing ability is one of the subjects that must be studied by the students at school especially the students of Vocational High School. They are expected to be able to express their ideas in both spoken and written forms. The skills are very important for them as a means of communication to convey information effectively.

According to Siahaan (2008: 02) writing is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she/he is writing to transfer the information she/he has in her or his mind to her or his readers (s) effectively. Moreover, Suyanto (2007: 68) explains that "writing ability is so difficult because involving ability or mastery of grammar, vocabulary, and spelling. This is skill or logical way of thinking and skill mix words into meaningful sentences. In addition to a coherent sentence structure and clear content, punctuation is also important in the English language. they must be able to arrange their writing into cohesive and coherent paragraphs and texts (Hyland, 2002: 3). In real situation of writing session, students frequently transfer their native language to English, this phenomena is called Interlanguage. Smith in Fauziati (2009: 127) reveals:

“interlanguage studies typically focus on the linguistic and the psychological aspect of second language research. Interlanguage most generally refers to the systematic linguistic behavior of learners of a second or other language, learner of non native language”.

The nature ‘interlanguage’ means as “a language between two (or more) languages, i.e. a target language (Lt) norm which a student is trying to achieve, and his first language (L1). The interlanguage has characteristics of both of these languages” (Fauziati, 2009: 155). Actually, when learners faced a problem in mastering the target language system, learners will produce an errorneous production. The fact that learners do make errors, and that these errors can be

observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.

When students learn a foreign language especially English, they often face a kind of error in their writing, where they apply their mother tongue or first language structure to structure of the foreign language which is different from their native language. Indonesian students learn English as the second language. Therefore, English is a new language so that they get some difficulties and they also need much time to learn.

Thus, kinds of texts conducted to the writing as a part of communicative language. Students have to make a text with a various vocabulary and grammar. It means that students do not only create English sentences in isolation like in grammar or expression but they also have to arrange them to become texts that are received by the native speakers.

Actually, Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English grammatical. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher did not aware about students' mistakes. Then the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error.

Like James (1998: 78) statement:

“If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was

not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error”.

According to Ramelan (1992: 5) most of learning problems are caused by different elements found between the two languages. Indonesia has many kinds of language because the country has many tribes. But especially, as a foreign learner, Indonesian students have two languages. They are Indonesia language as first language (L1) and English as second language (L2). Therefore, students must be able to learn the elements of the target language which are similar to those with their own more easily than those which are not found in their native language.

On the other hand, it is difficult for Indonesian students to use correct grammar in English. This is mostly a problem because the students' utterances are influenced by their mother tongue toward the acquisition of the new structure. However, the students in vocational high school level are still weak in English, especially in their writing skill. They still seem to commit errors in all aspect of language. Errors in writing such as tenses, prepositions and lack of vocabulary are the most common and frequent type of errors that are committed by the students. The students usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of preposition, articles and the use of correct tense even error in writing a sentence with has no meaning. Zhang (2011) said that:

errors can be seen clearly in the learners' written performance that the students are bound to encounter would be weak vocabulary, inappropriate use of grammar in sentence etc.

As an international language, English is very significant in daily life. English as a foreign language in Indonesia plays an important role in many aspects such as education, economy, international relationship, technology, sports, etc. Relates to the problem in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them to face the globalization era. English becomes a compulsory subject in especially in vocational high school.

Mastering English cannot be acquired in a short time because it is not our language. There are many factors influencing English learning in Indonesia. One of them is the difference between English and Indonesian in many elements, either lexically or grammatically. The differences structure and vocabulary between Indonesian and English could make students do errors.

Indonesia new curriculum 2013 covers four skills in English subject such as listening, speaking, reading and writing. But, writing is the most emphasized skill to increase students knowledge in transferring their language. Each language has its own rule especially in English. Grammar is the most common rule in writing. But, many students in Indonesia difficult to use the grammar correctly even in vocabulary. This is the problem, which often faced by Indonesian students especially for vocational students level, to write in English, and they often make some errors in their L2 of the writing. For English teachers, they must pay attention to the students' error in their writing. Errors are produced by students regardless of their mother tongue language.

Generally, learning second language system needs good environment neither the teacher nor technique nor method that supports mastering second language system. When the teachers can not control second language system properly, transferring knowledge in second language learning can cause an error of the result. Error of transferring knowledge of second language is one of some sources error in student's result in learning second language. Teachers who can analyze and treat errors effectively would be more able to help their students to become more corrective techniques can give effective learning and teaching of English. In fact, making mistakes is a natural process of learning and must be considered as part of learning. As a result, errors must be viewed positively. Therefore, EA can function as an analytical tool for better understanding of the learners' problems in learning the second language. EA is also the best tool to describe and explain errors made by students. By investigating students' writing productions, it will provide a mean to help the teachers to recognize the importance of errors as one of the challenging areas in teaching English.

Errors in language learning are natural. Moreover, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and may be they will find many students who have low ability in writing English. Vocational students use English as the foreign language, English subject is compulsory in the curriculum 2013 and one of the subject that students must learn is writing. As the students learn more about English, many errors will appear. Not only they replace one tense with the other tense(s), but also they fail

to construct the correct verb forms for these tenses. They often commit the error in their writing production. Based on pre-observation result, the researcher asked the students of vocational high school to make narrative text. Below are the examples of student's writing products:

One day in\_\_village lived\_\_happy family, but **everyting** changes when mother **past away** and **father Kirana** married with Sulastrri, this is **start bad** Kirana.

Sulastrri gave **neakle** to Kirana, Kirana so funny after Kirana use **neakle** Kirana **tunn** into golden **slug** and to throw away in\_\_river.  
(writing result of class XI APH 1 student)

The example above shows that student makes errors toward their writing because they lack of English grammatical rule, and they make more error in omission item in sentence. The example in the first paragraph, *One day in\_\_village lived\_\_happy\_\_family, but **everyting** changes when mother **past away** and **father Kirana** married with Sulastrri, this is **start bad** Kirana.* This sentence omits the use of article *a* before the subject, wrong spelling *everyting* should be *everything*, wrong selection words *past away* should be *passed away*, and *start bad Kirana* to be *Kirana's life*. misordering father Kirana should be Kirana's father, it means that they lack of the grammatical rule. Then the example in the second paragraph, *Sulastrri gave **neakle** to Kirana, Kirana so funny after Kirana use **neakle** Kirana **tunn** into golden **slug** and to throw away in\_\_river.* It means that student commits error in wrong spelling words *neakle* instead of *necklace*, *tunn* instead of *turned* and *slug* instead of *snail*, and omits the use of article *a*, it means they have weak of vocabulary.

Another example can be seen in the data below:

Once upon a time lived **a** old man. He is Geppeto. He always wish **to having** a son. One day **the** went to forest to cut the pine wood to **people** house. One day a

idea\_\_in his mind to make a wood puppet. One night the puppet **became a live**.  
(writing result of class XI APH 2 student)

Based on the example above, the student makes error the use of wrong article a instead of an, adds v-ing after to infinitive, wrong selection word the instead of they, omits the use of possession people house instead of people's house, omits the use of verb *came*, and use wrong selection word became a live instead of alive.

Sometimes student makes errors because she/he transfers her/his native form into target language especially they use native spoken language into second language and she/he writes into paragraph for example:

One day, father married again with *lades* and have beautiful girl,\_\_name is **bawang merah**. **Bawang merah** and **mother bawang merah** have character wicked and don't like bawang putih. (writing result of class XI APH 3 student)

In the example above, it shows that student puts the wrong selection word *lades* instead of *ladies*. The student also uses his/her native language or first language (Indonesia) in transferring the idea into the target language like *Bawang Merah* instead of *onion* and *bawang putih* instead of *Garlic*. Then, student chooses the wrong order or misordering of the word *mother bawang merah* instead of *onion's mother*. This sentence characterizes Indonesia rule or style sentence, student thinks the Indonesia meaning and transfers into English meaning, so this sentence is incorrect.

Based on the data above, the researcher finds some problems which are identified dealing with the students' writing in grade XI of SMKN 4 Surakarta. They are as follows: students' vocabulary mastery is still low, students' grammar mastery is still low, students always use their L1 to transfer their language in



writing. The researcher has some reasons why the research is very interesting and essential to be investigated. As many people know that Errors that the students make in the process of construction a new system of language is very important for the English teachers. In fact, most of the errors that students often make are caused by the poor mastery in English component such as grammar and vocabulary. It can be said that they will make errors in writing production. Through this research, the researcher would like to know how far the students master the language, particularly the grammatical structure and the vocabulary.

In short, the reason for choosing the topic are as follows:

1. The researcher believes that the error analysis attempts to move emphasis away from the learning of grammatical structures of language, how to communicate. It would be useful to match forms and their function.
2. The researcher thinks that the result of error analysis can anticipate the errors made by the tenth grade students of SMKN 4 Surakarta in the following years.
3. The researcher thinks that the students need to learn some patterns or rules of grammar to enable them to generate new sentences because it provides the students with the means to generate a potentially enormous number of original sentences.

In this research, the researcher will analyze errors in writing narrative text committed by vocational students in grade XI of SMKN 4 Surakarta. The researcher chooses narrative based on considerations that: 1) narrative text are fundamentally important in education, culture and life because narrative organizes “power, confessions, excuses, justifications, just to know what happened”. It

means that narrative text tells more about human life and experience, and it can be used for learners to study literature; 2) narrative text support learners to be creative in making written storytelling to make compelling, imaginative connections with the school curriculum; and 3) language structures in narrative text are applicable in social interaction.

The researcher also has reasons for why choosing SMKN 4 Surakarta as the object of the research. It has many classes and students. The media in the school is quit complete, the school applies curriculum 2013 and the major that will be researched is basically vocational so English is very important to be taught and also no one has done the research relates to this research. So, those all reasons makes the researcher interested to do the research.

Dealing with the phenomenon and and the reasons above, the researcher would like to focus the reseach entitled ” Errors in Narrative Text Committed by Students in Grade XI of Vocational High School State (SMKN) 4 Surakarta Academic Year 2015/2016” .

## **B. Limitation of the Study**

To limit the research, it is necessary for the researcher to focus on the problem discussed in the research. The problems will be limited into:

1. The subjects of the research is limited to students of class XI APH 1, XI APH 2, and XI APH 3 in SMKN 4 Surakarta Academic Year 2015/2016. There are 30 students in each class.
2. The objects of the research is limited toward errors in narrative text committed by the students above

### **C. Problem Statement**

The problem of this research will be as follows:

1. What are types errors found in the students' writing?
2. What is the frequency of each type of errors committed by students?
3. What are the causes of errors committed by students?

### **D. Objectives of the Study**

In line with the problem formulation above, so the objectives of this research will be as follows:

1. to identify the types errors in the students' writing.
2. to know the frequencies of each type of errors committed by students.
3. to investigate the causes of errors committed by students.

### **E. Benefit of the Study**

After conducting this research, the researcher hopes that the result of this research can give benefit. The benefit of this research can be clasified into two terms, namely theoretical and practical benefit. The benefit of this study will be as follows:

#### **1. Theoretical**

- a) Theoretically, this research is expected to give information about students' writing and the problem that they can improve in writing skill.
- b) This reseach can enrich references in language studies research.
- c) This research will enlarge the scope knowledge of errors.

## 2. Practical

### a. Students

- 1) After reading the result of this research, the students know their errors in their writing. The students are expected to be able to avoid the same errors when they write in the next writing.
- 2) It may stimulate students to improve their their English skills especially writing sentences.

### b. Teacher

- 1) The result of this research is hoped to help English teachers to know the student's ability in comprehending the rules of grammar especially in writing production.
- 2) The teachers also expected to know the errors committed by the students in their writing production and teacher must pay attention to it.
- 3) The teachers can predict the student's difficulties, and help them to solve the problem in order that its result will be better in the future time.

### c. Other Researcher

- 1) The result of this study will enrich the references of the next research and generally this research may have advantages to Muhammadiyah University of Surakarta.
- 2) It can help and encourage other researcher, particularly students of graduate school of English education study program and all of students of Muhammadiyah University of Surakarta in general to conduct the similar research in the future time.

## **F. Research Paper Organization**

This research proposal is divided into three chapters that consist of:

Chapter I contains Background of the Study , Limitation of the Study, Problem Statement, Objective of the Study, Benefit of the Study, and Research Paper Organization

Chapter II presents Review of Related Literature which is divided into three matter namely Previous Study, Underlying Theory, and Theoretical Framework.

Chapter III provides Research Method which is including Research Type, Setting of the Research, Research Object, Research Subject, Data and Data Source, Technique of Collecting Data, Data Validity, Technique of Analyzing Data, and Research procedure.

Chapter IV is research finding. In this part, the researcher presents the data analysis, the discussion of research findings.

Chapter V is conclusion, suggestion and pedagogical implication.